

History in Pictures

Grade Six



OBJECTIVES

Students will be able to understand history using a variety of methods and sources such as interpreting diaries and letters and reading maps. Students will understand ways in which cultural characteristics have been communicated from one society to another through art, language, traditions, beliefs, and values. Students will demonstrate their understanding through an oral presentation.



CLASS TIME

Five 45- to 60-minute sessions



NATIONAL STANDARDS

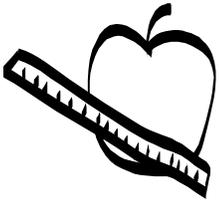
This lesson plan reflects some of the national standards of learning as defined by the National Council for the Social Studies (NCSS) and the National Council for Teachers of English (NCTE). These standards are listed below:

- Social Studies: People, Places, and Environment
- Social Studies: Culture
- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).



MATERIALS

- 1 overhead projector
- The following pages from the Resource Guide:
 - “American Bison Nickel Reverse” page
 - “Western United States” map
 - “Lewis and Clark’s Route” overlay
 - “American Indian Tribes” overlay
- “American Indian Pictographs” page
- “Winter Count Information” page
- Chart paper/markers



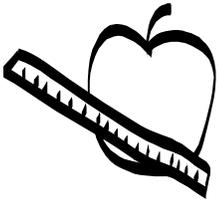
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- “Details of the Journey” worksheet
- “Winter Count Student Notes” worksheet
- Lewis and Clark’s journals
- Web sites that include examples of Lewis and Clark’s journals, such as:
 - lewisandclarkjournals.unl.edu/ronda_plainsethno.html
 - www.pbs.org/lewisandclark/trailmap/index_flash.html
- Copies of an age-appropriate text that provides basic historical information about the American Indians and the Lewis and Clark expedition, such as:
 - *How We Crossed the West: The Adventures of Lewis and Clark* by Rosalyn Schanzer
 - *Lewis and Clark: Explorers of the American West* by Steven Kroll
 - *The Incredible Journey of Lewis & Clark* by Rhoda Blumberg
 - *Indians of the Plains* by Elaine Andrews
 - *Following the Great Herds: The Plains Indians and the American Buffalo* by Ryan P. Randolph
- Web sites that include information about pictographs and Winter Counts, such as:
 - www.inquiry.net/outdoor/native/sign/pictographs.htm
 - www.carnegiemuseums.org/cmnh/exhibits/north-south-eastwest/lakota/winter_count/L_WC.html
 - wintercounts.si.edu/html_version/learningresources1_guide.htm
 - www.loc.gov/exhibits/treasures/trm054.html
- Web sites that include a timeline about Lewis and Clark’s Expedition, such as:
 - www.lewisclark.net/timeline/index.html
 - www.pbs.org/lewisandclark/archive/idx_time.html
 - www.nationalgeographic.com/lewisandclark/resources_timeline_1803.html
 - www.lewisandclark.org/?p=exp_history&n=landcexp
- Computers with Internet access
- Pencils



PREPARATIONS

- Make an overhead transparency of the following:
 - “Western United States” map from the Resource Guide
 - “Lewis and Clark’s Route” overlay from the Resource Guide
 - “American Indian Tribes” overlay from the Resource Guide



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- “Louisiana Territory Map” from the Resource Guide
- “Winter Count Information” page
- “American Indian Pictographs” page
- Make copies of the following:
 - “Details of the Journey” worksheet (1 per student)
 - “American Indian Pictographs” page (1 per student)
 - “Winter Count Student Notes” worksheet (1 per student)
 - Lewis and Clark journals (1 per student)
- Locate appropriate texts that provide basic historical information about the Lewis and Clark Expedition (see examples under “Materials”).
- Arrange to use the school computer lab.
- Locate entries from Lewis and Clark’s journals where they discuss the bison (buffalo, buffaloe, buffalow) (see examples under “Materials”).
- Review the “Winter Count Information” sheet for background information before Sessions 3 and 4.
- Arrange to use the school computer lab.
- Bookmark appropriate Internet sites.



GROUPINGS

- Whole group
- Pairs
- Independent work



TERMS AND CONCEPTS

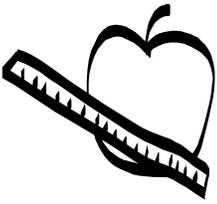
- Obverse (front)
- Reverse (back)
- Lewis and Clark
- Corps of Discovery
- Primary source
- Pictographs
- Mnemonic device
- Winter Count



BACKGROUND KNOWLEDGE

Students should have a basic knowledge of:

- Louisiana Purchase
- Thomas Jefferson
- American Indians
- Timelines
- Chronological order



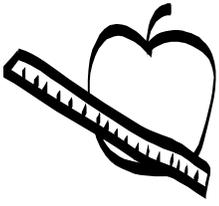
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STEPS

Session 1

1. Display the overhead transparency of the “Louisiana Territory Map.” Explain that our country was not always the same shape that it is today. Point out the section of the country that existed before the Louisiana Purchase.
2. Using the “Louisiana Territory Map,” introduce the Louisiana Purchase, asking the students if they remember the Louisiana Purchase from previous discussions. Explain, if necessary, that President Thomas Jefferson sent Lewis and Clark to explore the newly acquired land. Show the students the area that Lewis and Clark explored. Note the territory’s position in relation to your school’s location.
3. Display the “Western United States” map transparency with the “Lewis and Clark’s Route” overlay. Ask the students the following questions: “When did the expedition begin?” “Who led the expedition?” “What was the purpose of the expedition?” Student responses should be based on prior knowledge. Explain, if necessary, that the expedition began in 1804, that Lewis and Clark led the expedition, and that one of President Jefferson’s missions for Meriwether Lewis and William Clark was to find a Northwest Passage to the Pacific Ocean from the eastern states. Another important objective for this expedition was to record information about the plants, animals, and American Indians that the explorers came across.
4. Explain to the students that the United States Mint’s Westward Journey Nickel Series™ commemorates this important expedition.
5. Add the “American Indian Tribes” overlay to the overhead display.
6. Point out the route of the Corps of Discovery and have the students indicate key places that were visited by Lewis and Clark. Have the students brainstorm about what people the explorers may have met in these areas. Guide the students to the Oto, Missouri, Omaha, Teton Lakota, Arikara, Mandan, Hidatsa, Shoshone, Nez Perce, Cheyenne, Kansa, and Crow tribes in their responses.
7. Lewis and Clark also saw animals. Discuss what animals could be found in these areas. Record responses on chart paper.
8. Display an overhead transparency of the “American Bison Nickel Reverse” page for the students to see.
9. Have the students identify the animal shown on the coin. Explain to the students that the American bison is not really a buffalo—no species of buffalo is native to North America. But people have used the term “buffalo” to describe the American bison since before Lewis and Clark’s time, so the terms are virtually interchangeable in common usage.
10. Have the students discuss why the bison might have been chosen for the coin. Student responses may include that this image was chosen because the bison is one of the most



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enduring symbols of the expedition of Lewis and Clark and was very important to many American Indian cultures.

11. Ask the students how we know dates and other information about Lewis and Clark's journey. Student responses should reflect that they recorded the events of their journey in journals, which are a primary source.
12. Distribute a copy of Lewis and Clark's journal entries relating to the bison to each student. Allow them sufficient time to read the journals in pairs and discuss their thoughts. As a class, discuss the students' findings from the journals.
13. Discuss the content reflecting the relationship between Lewis and Clark, the American Indians, and the bison. Also discuss with the students why some of these passages are difficult to read or understand.
14. On a piece of chart paper, draw a timeline. Label the far left of the timeline 1800 and the far right of the timeline 1810.
15. Place a short vertical line on the timeline at 1804. Ask the students what significant event corresponds to that date. Student responses should reflect that it is the year that President Thomas Jefferson sent a team of explorers led by Lewis and Clark to explore the land newly acquired in the Louisiana Purchase.
16. Record this information on the class timeline.

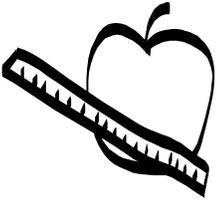
Session 2

1. Distribute a copy of the "Details of the Journey" worksheet. Review the directions with the students and tell them they can complete the first four columns of the worksheet with a partner.
2. Take the students to the school computer lab. Using bookmarked Internet sites, direct the students to work in pairs to examine key events related to the journey of Lewis and Clark.
3. Allow enough time for student research.
4. Back in the classroom, have the students review their findings by adding key events, dates, and other information to the class timeline.
5. Review the updated class timeline. Collect the students' worksheets.

Note: Review the content of the "Winter Count Information" sheet for background information before Sessions 3 and 4.

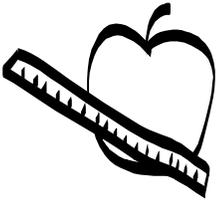
Sessions 3 and 4

1. Display the "American Indian Pictographs" overhead transparency. Distribute a copy of the "American Indian Pictographs" worksheet to each student.



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2. Explain to the students that the American Indians used symbols for writing and telling a story. These symbols are called pictographs. Ask the students to interpret the meaning of the pictures. Show other examples and have students interpret the meanings.
3. Ask the students to predict on what kind of surface the American Indians may have written their pictograph stories. If necessary, tell the students that the American Indians wrote the stories on dried, softened bison skins, or even wrote the stories on the walls of their teepees as decoration.
4. Display an image of a Winter Count. Ask the students what it is an image of, or if any part of it looks familiar. Student responses should refer to the bison hide and the pictographs. Explain that it was a type of yearly recording system or calendar used by the Plains Indians called a “Winter Count.” Additional information on the Winter Count can be found on the Web sites listed in the “Materials” section.
5. Display the “Winter Count Information” overhead transparency and distribute one copy of the “Winter Count Student Notes” worksheet to each student. Review the Winter Count content with the students.
6. Direct the students to complete the worksheet in front of them during the discussion of the Winter Count.
7. Discuss the importance of the Winter Count as being a primary source for the American Indians. Discuss similarities and connections between the timeline, Winter Count, and Lewis and Clark’s journals. Student responses should include: the Winter Count and the journals are both examples of primary sources, and both are ways to record historical events. All three provide information about what people felt was important in their lives.
8. Distribute the “Details of the Journey” worksheet from Session 2 to the students. Display the “American Indian Pictographs” transparency as a guide.
9. Direct the students to complete the final column of the worksheet using the information they have learned about pictographs.
10. Ask the students to add their pictograph images to the class timeline. Review the timeline as a class.
11. Tell the students that they will be creating a Winter Count of Lewis and Clark’s journey using all of the information from this lesson (the timeline, pictographs, journals, individual research, and the “Winter Count” worksheet) and present it orally to the class.
12. Direct the students to create a visual example of a Winter Count to present and discuss. The way the Winter Count is created is the student’s individual decision.
13. Allow a sufficient amount of time for the students to prepare for their Winter Count presentation.



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Session 5

1. Invite the students to present their Winter Counts as a “Winter Count keeper,” retelling key events of Lewis and Clark’s journey orally to the class.
2. During the presentation, direct the students to sit in a circle as American Indians sat in a circle to hear a member of the tribe speak.
3. Display the Winter Counts in the classroom.



ASSESSMENT

- Use the “Details of the Journey” worksheet to evaluate the students’ ability to meet the lessons objectives.
- Take anecdotal notes about the students’ ability to present the Winter Count information orally and accurately.



ENRICHMENTS/EXTENSIONS

- Compare the American Bison Nickel with the Indian Head/Buffalo Nickel at www.usmint.gov/kids/index.cfm?fileContents=coinNews/cotm/2001/06.cfm.
- Have students do independent research about other coins showing a bison image such as the 2005 Kansas quarter.



DIFFERENTIATED LEARNING OPTIONS

- Provide students with a copy of the notes from the overhead transparency of the “Winter Count Information” page and allow them to underline or highlight key information.
- Provide students with pre-made pictographs to add to their Winter Counts for their presentations.



Name _____

Details of the Journey

Directions: Note important events that occurred during the Lewis and Clark Expedition in the spaces below based on library and Internet resources, timelines, and other sources including primary source journals.

Date of the Event	Key People	Details of the Event (Where, What, How)	Other Important Information	Pictograph of the Event



Winter Count Information

What are Winter Counts?

- Winter Counts are records of a community's history.
- They provide a unique look into the history of the American Indian people during the eighteenth and nineteenth centuries.
- They represent a rich tradition of oral history and storytelling.

Who was responsible?

- Community historians were known as *Winter Count keepers*. They maintained and used these records as mnemonic devices to remember the sequence of events that marked each year.
- The keeper was always a man.
- When the Winter Count keeper could no longer fulfill his role, it was passed down to a son or nephew. The first job of the new keeper was to memorize the stories behind the symbols.
- Members of the community could refer to the Winter Count and then mark events in their own lives (like a birth).

How does it work?

- Europeans marked time by days, weeks, months, years. American Indians marked time by nights, moons, winters, and generations.
- The pictographs were painted on buffalo skin, deer hide, muslin, or paper in chronological order.
- Each symbol represented a year in the history of the tribe.
- The pictographs were arranged in spirals or horizontal rows. The symbols in spirals were read starting in the center and moving counterclockwise.
- The tribe's older men and authorities were often asked for their advice before each symbol was chosen. The chosen symbol didn't have to represent the most important event of the year. It needed to bring to mind something memorable, even if it wasn't a major event. Examples: a meteor shower; a flood.
- The pictographs are meaningless unless someone knows the history and the stories the symbols represent.
- The Winter Count keeper's job was to tell the stories of the Winter Count. By telling the stories, the tribe's history could be remembered and passed down to future generations.
- Copies were made and used by other American Indian tribes as references so every tribe could know and pass on each other's history.
- The Winter Count was often brought out by the historian during ceremonies or social gatherings as a visual reference to name the years.





Name _____

Winter Count Student Notes

Directions: Answer the following questions based on the class discussion of the Winter Count.

1. Winter counts are _____
2. They represent a rich tradition of _____
3. The community historian was called a _____
4. A _____ (man/woman) always had this honorable position.
5. Members of the community referred to the Winter Count so they could _____.
6. Europeans marked time by _____.
7. American Indians marked time by _____.
8. The symbols or pictographs were arranged in _____ order.
9. Each pictograph represents _____.
10. The pictographs were arranged in _____
or in _____.
11. Who was asked for advice and why? _____

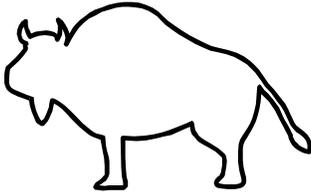
12. Give examples of common pictographs; create your own image of the same event.
13. The pictographs are meaningless unless _____

14. The Winter Count keeper's job was _____

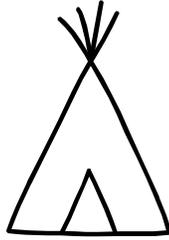
15. Why were copies made of the winter count? _____



American Indian Pictographs



Bison (buffalo)



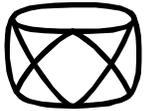
Teepee



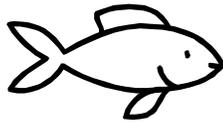
Man



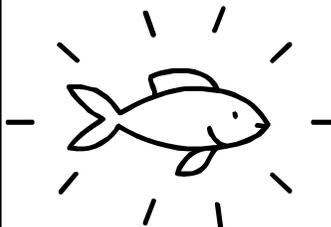
Woman



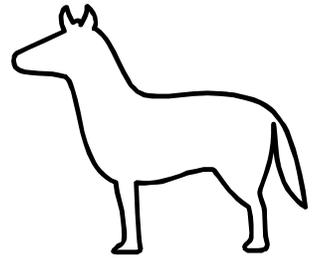
Drum



Fish



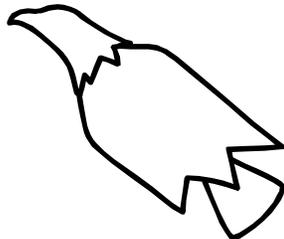
Many fish



Horse



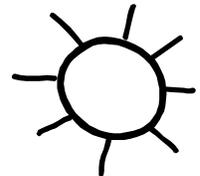
Bear



Eagle



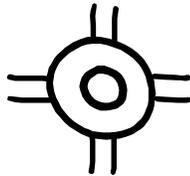
Campfire



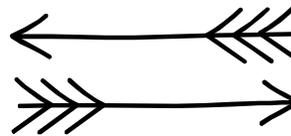
Sun



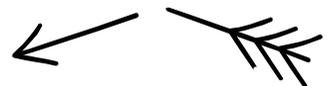
Sad



Happy



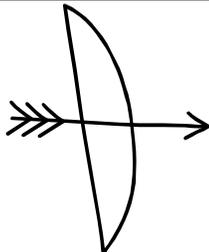
War



Peace



River



Hunt



Mountain



Forest